

Milestone Number :	3
Cluster Name	Great Barrier Island
Contract Number	08-0195
Lead School	Mulberry Grove School
MoE School ID Number	1385
Date	May 2009
National Facilitator	Tessa Gray
Project Director/s	Indira Neville
Facilitator/s	Indira Neville (on-island), Sue West (off-island)

Milestone 3

3.1 Response to Milestone tasks

3.2 Details of the tasks to be completed by the contractor to achieve this milestone are:

3.2.1 Liaise with the National Facilitator assigned to this project;

What did we do?	Who was involved?	What was the outcome?
Regular email contact with cluster facilitator, both formal (eg: milestone feedback) and informal (eg: general encouragement).	GBI Cluster Facilitator	<p>This ongoing contact has been of benefit to the Cluster Facilitator in a variety of ways. These include;</p> <ul style="list-style-type: none"> • Helping to establish and maintain a sense of connection with the wider ICT PD community; • Helping to establish and maintain a sense of responsibility and accountability around cluster activities; • Expert advice around specific issues, the most useful being the writing of milestone and variance documents; • Getting to know Tessa on a personal level and the informal yet useful communication that has accompanied this.
Regular receiving of the ICT PD Online Newsletter.	This is forwarded to all cluster members.	Cluster members generally report that they while do not automatically read this newsletter upon receiving it, it is a useful starting point when looking for further information about something specific discovered elsewhere. An example of this was when teachers from Mulberry Grove and Kaitoke school were looking to support their units on 'the brain'. In the newsletter were a wealth of links and possibilities, including the video by Christopher deCharms, <i>Looking inside the brain in real time</i> . This became a key teaching and learning resource.
Attendance at the Auckland Region ICT PD home-group meeting facilitated by Tessa.	GBI Cluster Facilitator	This event provided an opportunity for the cluster and national facilitators to finally meet in person. This was useful for both in terms of getting to know the person you are working with. For the

		island-based facilitator it also provided an opportunity for networking, sharing practice, learning about some new technologies, and planning up-and-coming events with the cluster's off-island facilitator.
A Great Barrier Island face-to-face visit by Tessa. This incorporated;		
<ul style="list-style-type: none"> Time for professional dialogue with the facilitators and other cluster members; 	Both cluster facilitators and teaching staff.	This was an ongoing informal process throughout the visit where Tessa questioned activities, pedagogical approaches, cluster relationships and 'next steps'. Upon reflection the Principals decided this dialogue was most useful in the way it forced them to justify their activities. In doing so it reinforced their commitment to finding their own way forward. They realized that while there is much to learn from the work of others simply adopting someone else's idea of 'good practice' is not what they want to do.
<ul style="list-style-type: none"> Contributing to an ICT-based thinking and art process with year 1 and 2 children; 	Both cluster facilitators, junior teachers from all three cluster schools, teacher aides from Okiwi, year 1 and 2 children from all three cluster schools.	Tessa's visit coincided with a week-long interschool ICT intensive. She arrived part way through a learning process and was able to instantly contribute a computer drawing process that greatly assisted the children and forced the teachers involved to reconsider their own practice. Tessa undertook responsibility for this instruction of this part of the day, generously modelling her instructional approach and sharing her personal professional knowledge.
<ul style="list-style-type: none"> The taking of a shared staff meeting around wikis; 	Both cluster facilitators, Principals and teaching staff from Mulberry Grove and Kaitoke Schools.	This staff meeting was a general introduction to and/or reminder of the wiki concept. Tessa showed staff members a variety of examples and facilitated a discussion about their potential use within the cluster. The meeting was useful in that it gave an outside perspective upon which to ponder and provided a forum for safe 'wiki debate'. This aspect in particular was a heartening illustration of how far cluster relationships have developed in terms of honesty and trust.
<ul style="list-style-type: none"> Upskilling staff and students for a morning at Okiwi School; 	Staff and students at Okiwi School.	With Okiwi School unable to attend the last day of the ICT intensive it was decided to disburse the available expertise and send Tessa to the northern end of the island. Tessa spent her time at the school working with staff and students to extend the drawing process explored the day before and try some simple animation. Those involved found the experience "fun" and were excited about its potential use in the classroom. Members of Okiwi school were also impressed that Tessa had made the effort to negotiate the twisty, metal road and visit them.

<p>Ongoing contributions from Tessa to the GBI Cluster wiki.</p>		<p>Tessa has posted a reflection about her visit the Great Barrier Island. In posting this on the wiki she has achieved a number of things; honest public feedback for the cluster about her visit, role-modelling the use of the wiki and encouraging others to do the same, and she has signalled her intention to remain a part of our cluster community.</p>
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3.2.2 Report on your progress towards achieving your elected programme goals

Cluster Programme Goals 1. Use of ICT as a means of exploring and implementing the new curriculum (and Te Whariki), specifically the Key Competencies and the Learning Areas.	Success Indicators <ul style="list-style-type: none"> • Principals & teachers will understand the intentions and possibilities of the new curriculum, specifically those related to the Key Competencies, and ways in which ICT can support these. • Teachers will incorporate understandings of the Key Competencies into their classroom planning and practice, modeling processes and behaviours and providing students with opportunities to explore them utilizing ICT. • Classroom environments will emphasize and reflect an awareness of the Key Competencies through both teacher provided resources and student work. • Principals will incorporate understandings of the Key Competencies in to school planning, assessment and reporting.
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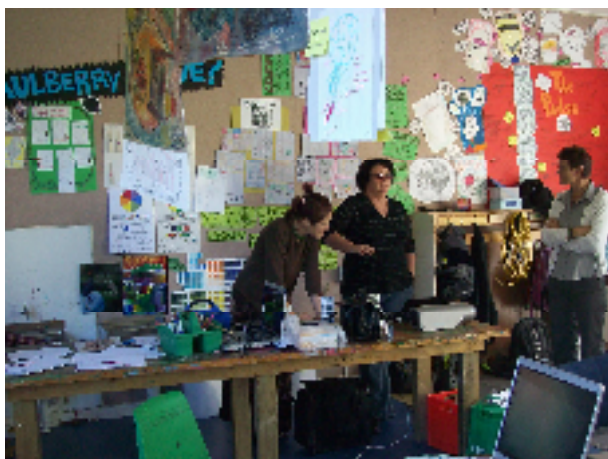
Mid-year review**a. What progress has been made towards achieving these goals and what evidence supports this?**

Significant progress has been made in regards to achieving this goal. At the beginning of the year the primary schools in the cluster decided to concentrate on the Key Competency Thinking. The cluster has spent the first part of this year working generally to comprehend Thinking (*success indicator 1*); First they acknowledged the national mandate in this area as stated in the new curriculum. From here they have looked at a variety of Thinking skills and Thinking tools. Individual staff members have differed in their emphasis but all cluster members have received some introductory professional development in the areas of;

- Brain compatible learning
- Tony Ryan's Thinker's Keys
- Michael Pohl's three C's
- Art Costa's Habits of Mind
- The Inquiry approach (*details of these when/what/how related to these activities will be provided in section 3.2.3*)

Some indication of this professional development is available on the cluster wiki which includes links to related resources and the beginnings of a brain-related professional discussion. Stronger evidence however was provided through teacher involvement in the ICT intensive run in week two of this term. The aim of this week (and the two others that are to follow) was to role-model the integration of Thinking into the classroom program and to provide opportunities to explore and support that thinking through ICT (*success indicator 2*).

The week was divided into two sessions; one devoted to year 7 and 8 students and their teachers (from all three schools) and one for year 1 and 2 children and staff. The first session focused on the use of the Construction Key and the second on the Combination Key. In both cases the Keys provided a creative thinking focus for children to develop oral and visual language around and the ICT provided a means for expressing those developed ideas.



Staff from Mulberry Grove and Kaitoke schools work with facilitator Sue West during the ICT intensive



Staff from Okiwi School work with Year 1 & 2 students during the ICT intensive

Further details related to the planning of the intensive, as well as finished pieces of student work can be found on the Great Barrier Island cluster wiki. Evidence of teacher understandings related to Thinking integration and ICT use however were most visible through their observed involvement on those two days and the pattern was fairly constant for all; teachers began both the senior and junior sessions allowing the facilitator ‘experts’ to take full responsibility for everything. They also said they felt some initial confusion about the thinking skills and technology involved. By the end however all adults had become to some degree or another ‘involved’. The year 7 and 8 teachers from all three schools became completely absorbed and confident in the process, providing easily as much interaction and help to the students as the facilitators. The Kaitoke junior teacher (Mulberry Grove’s junior teacher facilitated the sessions and Okiwi did not attend on the second day) said that while she still felt unable to assist children in the area of ICT use she could encourage and facilitate the related thinking and subsequent visual and oral language. A teacher reflection (PMI) of the intensive is available on the cluster wiki.

Further evidence of teacher understanding is currently being developed as the facilitator works within each school to plan and implement their chosen Thinking focus this term. Mulberry Grove and Okiwi School have both decided to concentrate on developing an inquiry method (Mulberry Grove School also intends to continue using the Thinkers Keys which was a whole-school emphasis in term 1) and Kaitoke has decided to look at the Michael Pohl’s notion of Caring Thinking and using the Thinkers keys as a tool to do this.



An example of Alpha Ladder Key use at Mulberry Grove School

Lesson plans and examples of thinking-related student process and product will be published on the wiki as they are completed and it is expected that classroom environments will also reflect this work (*success indicator 3*). Currently only those rooms at Mulberry Grove School reflect an explicit commitment to the Thinking competency. As stated they focused on the Thinker’s keys in term one and this is a reflection of the fact that the cluster facilitator is also the school principal and as a staff they have been working in this area for slightly longer.

The final success indicator refers to Principals incorporating understandings of Thinking in to school planning, assessment and reporting (*success indicator 3*). While Mulberry Grove School chooses to place the Key Competencies at the heart of their strategic planning process (examples are available from the school website) Kaitoke and Okiwi have also made progress in developing their own approaches for competency inclusion. Off-island Facilitator Sue West worked with all three principals in this area last term, brainstorming and suggesting methods of relating cluster activities to annual planning and staff appraisal (the minutes of this meeting are available on the wiki) but according the Principals the respect to achieve this in a way congruent with how they lead learning at their own particular school. Sue has provided the ‘space’ until her next visit for Principals to achieve something which they will then critique and discuss.

c. What are the key lessons for the cluster?

There are two main lessons for the cluster. These are that firstly *there is power in doing things together* and secondly *there is power in having outside help*.

The first lesson relates to the shared process of professional development and the first attempts to implement that learnt through the vehicle of the ICT intensive. Both these processes have been accompanied by a large amount of professional dialogue; sharing information, asking questions, confiding fears, providing critique, and reflecting and planning together. This has been powerful both in terms of generating and clarifying ideas but also in continuing to develop open, honest and healthy relationships between the three schools. Cluster members are now moving out of a focused period of communal PD and are beginning to implement that learnt within their individual classrooms and schools. This does bring with it the possibility that members will stop talking professionally. The cluster has tried to pre-empt this possibility by building opportunities for sharing into their contract (eg: shared staff meetings, the wiki) but sustaining both the communication and the learning will require conscious facilitation and effort.

The second lesson learnt refers to the variety of facilitators employed in various ways. Given that the GBI project facilitator is also a principal there are the twin dangers of facilitator overwork and the initiative turning into ‘the Mulberry Grove School show’. The cluster has consciously worked to combat these possibilities this year by inviting others to provide expertise in various contexts. Examples of this include Tessa’s work at Okiwi School and the fact that the Mulberry Grove School junior teacher took on the (supported) facilitation of the year 1 and 2 ICT intensive. The cluster has also employed the regular services of experiences facilitator Sue West who is responsible for ongoing principal professional development, for working with the Correspondence School Units, and for co-facilitating the ICT intensives. All three of these women have deep knowledge and experience and provide alternative points of view. Their involvement (and hopefully that of others in the future) is welcome and necessary.

d. What are the next steps towards achieving the outcome?

The next steps are;

- To continue facilitator support within schools and for individual teachers as they plan and implement their Thinking-related programmes;

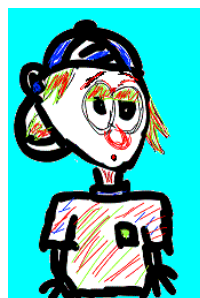
- To provide opportunities for cluster dialogue and reflection around that implementation, including the development of the wiki in such a capacity;
- To share and celebrate resulting student work;
- To make available professional development opportunities and resources for teachers as their ongoing need for them arises;
- To utilize outside help and provide opportunities for leadership for those with expertise within the cluster (eg: through the ICT intensives);
- To share and discuss Thinking-infused strategic planning from each school.

3.2.2 Report on your progress towards achieving your elected programme goals

Cluster Programme Goals 1. Use of ICT to access limited resources and meet the needs of specific students.	Success Indicators <ul style="list-style-type: none"> • Teachers of, and students in, years 0 to 8 across the cluster are effectively utilizing a variety of appropriate information and communication technologies in their teaching and learning. • Teachers of, and Year 7 & 8 students from across the cluster are utilizing e-learning for Careers Education and Learning Languages. • Teachers and students in the Correspondence School Unit are effectively utilizing a variety of appropriate information and communication technologies in their teaching and learning.
2. Use relevant technology (<i>e-asttle</i>) as a means of formative assessment.	• <i>e-asttle</i> is being used effectively as a formative assessment tool for years 4 to 8 within each school.

Mid-year review**a. What progress has been made towards achieving these goals and what evidence supports this?****1. Use of ICT to access limited resources and meet the needs of specific students.**

Progress in this area has been in a very general sense. Through cluster professional development (eg: skills-based sessions, in-school support, the ICT intensive) teachers have begun to develop knowledge and skill in different ICT applications and uses, and as they have utilized these in their classrooms (*success indicator 1*) they have often (albeit almost incidentally) met the needs of specific students. This phenomenon was clearly illustrated when a senior teacher discussed with the cluster her experience of making simple animated GIFs with her class. She expressed delight in the quantity and quality of work completed by a student who often struggled with writing, attributing the success to his skill in expressing understanding visually and acknowledging the power she had in providing him with that opportunity.



Year 6 animation frames

In regards to achieving this end more explicitly, for example utilizing e-learning for year 7 and 8 careers education and learning languages (*success indicator 2*) the cluster has made no progress. In fact the on-island facilitator admits that it was not until she sat down to engage cluster members in reflection around this milestone that she even remembered it was a stated goal. The consequent discussion showed that year 7 and 8 teachers were generally favourable towards using ICT in this way and all agreed to take some responsibility for reminding, promoting and keeping the item prominent on the cluster agenda in the second part of the year.

Some limited success has been made in terms of the effective use of ICT by teachers and students in the Correspondence School Unit (*success indicator 3*). As explained in earlier milestone documents the Correspondence Unit went through a difficult period in 2008 and in fact came close to closing. The possibility of this rallied the island's primary school principals who collectively agreed to forgo the regular ICT release provided last year so that the release teacher could instead work in the unit two days a week (the lack of qualified teachers living permanently on the island meaning this was the only solution at the time). This teacher, Fleur Coleman, has worked hard rebuilding the unit literally and figuratively; moving into a new room, painting it, trawling through hardware to find the best and setting up a network, establishing a new internet connection (Telecom recently 'flicked the switch' finally providing Tryphena with broadband cable internet service), rebuilding relationships with students and their families, developing knowledge about Correspondence School curriculum and instructional design, and upskilling in the area of the vast and custom-designed Correspondence School on-line learning management system.

Facilitator Sue West has been employed to work specifically with the unit staff and students on the island and now that the vital preliminaries have been finished all are able to contemplate starting. Sue and Fleur have just begun to have discussions about how they might work together. At this point much of their interaction will be digital but it also looks like Sue will incorporate some 'hands on' when she visits the island for the next two ICT intensives.

2. Use relevant technology (*e-asttle*) as a means of formative assessment.

Throughout the period of this ICT contract efforts have been made, specifically by the school principals, to undertake *e-asttle*-related professional development. For various reasons this has been problematic; there have been hardware and connection issues with online modules, weather and flight cancellation issues with courses in Auckland, issues around the facilitator's lack of knowledge in this area and that fact that in this context she feels more like a principal who needs to learn than any kind of 'expert', and issues with professional motivation. That is, given we're all such small schools and know our students so thoroughly we sometimes struggle to comprehend what vital information *e-asttle* might provide us with.

As a group however we are professionally curious, do want to provide the best teaching and learning possible, and can sense the form national standards might take, and so we have persevered. The principals are currently negotiating with Julie Schumacher from Visible Learning to come and take some *e-asttle* on-island professional development but finding a time and cost acceptable to all is difficult. While the cluster is convinced this kind of PD will be valuable we are beginning to think we may have to look at alternative providers.

c. What are the key lessons for the cluster?

The key lesson is for the cluster facilitator and that is to *remain focused and refer to the documentation*. This denotes her forgetting of the objective *Teachers of, and Year 7 & 8 students from across the cluster are utilizing e-learning for careers education and learning languages* and her subsequent failure to plan or implement any steps towards making this happen. This incident has served however to highlight the success of the milestone writing process in regards to accountability and staying on track.

d. What are the next steps towards achieving the outcome?

The next steps are;

- To undertake professional development and classroom support for Correspondence School staff and students on Great Barrier Island;
- To explore and implement targeted professional development and classroom support for year 7 and 8 teachers in regards to careers education and learning languages;
- To negotiate and undertake targeted professional development and classroom support for principals and teachers in the use of *e-asttle*.

3.2.3 Report on your programme implementation during the milestone period

a. Programme Implementation

Programme Professional Development Activities	Who was involved and how many were involved?	How well were the programme activities carried out?
Cluster meetings/PD sessions after school.	All teaching staff from all three schools.	<p>So far this year we have had three shared after school meetings/PD sessions. These each involved;</p> <ul style="list-style-type: none"> • One follow-up and reflection session on Thinking (facilitated by Indira Neville) • One based around an interschool literacy project and how ICT could support that (facilitated by Indira Neville and Cynthia Bourne (RTLB)) • One general discussion of wikis (facilitated by Tessa Gray) <p>These sessions have been very successful both in terms of developing knowledge and skill and in maintaining interschool relationships. Two further shared meeting shave been scheduled for term 2.</p>
One shared teacher-only-day for the schools in the cluster focusing on ICT and the Key Competencies, with an emphasis on the competency Thinking.	NA	This has not happened. For reasons that are not entirely clear Okiwi School is reluctant to have a teacher-only-day. The topic is the subject of ongoing discussion and negotiation by the cluster.
Attendance at Learning@school, a Ministry sponsored conference held annually in Rotorua and aimed specifically at ICT PD Contract participants.	Mulberry Grove School's Principal/Cluster Facilitator	The cluster had intended to send all three principals but ill health prevented Colin Griffith (Okiwi) from attending and at the time of the conference Kaitoke school did not yet have a permanent principal. Indira Neville who did attend found the experience worthwhile (<i>further details are provided in section b</i>).
Three week-long 'intensives' with Facilitator Sue West. These will occur once each term and focus on different competencies, technologies, and groups of students and adults.	Year 1,2,7,8 students and teachers from all three schools, teacher aides, parents, both Cluster Facilitators, the National Facilitator (future intensives will target other year groups)	This intensive and it's results have been explained in some depth in section 3.2.2. In terms of developing knowledge, skill, understanding and interschool relationships it was a very successful cluster event.
Attendance at relevant mainland courses/meetings.	<ul style="list-style-type: none"> • 8 teachers from all three schools attended Graeme Watt's <i>Thinking: A Key Competency</i> • 3 teachers from two schools attended Tony Ryan's <i>Practical Strategies for Enhancing the Application of the Thinking Key Competency in the New Curriculum</i> • 2 teachers from two schools attended Lane Clarke's <i>Where Thinking and Learning Meet</i> 	Participation in the ICT PD Contract has made attending off-island professional development a realistic option and it is also a crucial one. Participating in these kinds of events involves the island teachers in nationwide discourse, it provides them with exposure to a variety of expert perspectives, it allows for networking with other teachers, and increases knowledge and understanding. These courses were all chosen because of their relevance and the reputations of the presenters. Feedback about all three has been uniformly positive and

		teachers are eager to transfer what they have learnt into their schools and classrooms. This will be the emphasis of the cluster in the second part of the year.
In-school visits by Cluster Facilitator.	Two visits per school per term	<p>So far this year these visits have involved the following:</p> <ul style="list-style-type: none"> • Attempting to work with Principals around <i>e-asstle</i> • Working with teachers and students in class on particular applications (GIF Animator, Hammerhead, Powerpoint, Video) • Discussing, clarifying and beginning to plan Thinking-focused units • Working to up-skill administration staff in the use of <i>Access-it</i> <p>While these days have been valuable they have not really worked to any 'big picture'. This will change in the second half of the year as facilitator visits prioritize and support teachers in the classroom integration of Thinking.</p>
Release days provided by Cluster Release Teacher.	<ul style="list-style-type: none"> • Two release days used at Okiwi in term 1 • Three release days used at Kaitoke in term 1 • Three release days used at Mulberry Grove in term 1 	<p>As explained earlier the cluster has no regular release teacher this year (she is currently supervising the Correspondence Unit instead). We have been fortunate however in that three qualified teachers have been available on the island at various times for relieving. This has meant that release days have been on a somewhat adhoc basis but some PD of value has still occurred. This included;</p> <ul style="list-style-type: none"> • Substantial amounts of professional reading and follow-up discussion • Continued PD in <i>Access-it</i> • Attempted PD in <i>e-asstle</i> • Small-group work with an ICT focus
Continued development and use of a shared online environment as a place to access resource and work collaboratively.	All cluster staff and students, both Cluster Facilitators, the National Facilitator, the Island's RTLB (based in Auckland)	Although the use of the wiki is not yet completely embedded within the cluster, progress is being made. We have had one staff meeting devoted entirely to its use and it is beginning to be recognized as the repository for all things cluster related. Attempts are also being made to use it as a forum for professional discussions and sharing student work. It's potential and use will continue to be explicitly emphasized by the facilitator throughout the contract period.
Continued development and shared use of professional library.	Available to all cluster members	It has been exciting this year in that cluster members other than the facilitator have recognized and requested relevant texts for the library. The last book purchased was <i>Where Thinking and Learning Meet</i> by Lane Clarke. These were purchased by Kaitoke Teacher Lyn Meredith. Due to

		demand our library has also broadened to include digital resources. Links to these can be found on the cluster wiki.
Visits from Linda Flavell, ECE ICT Facilitator. The content of these has been determined by Linda and Aotea Island Playcentre.	Aotea Island Playcentre	Linda Flavell has held one professional development day on the island this year around the topic of internet safety. She has worked with the Playcentre on developing internet and computer use policies and procedures. <i>Details are available in their separate project document.</i>

b. Learning@School

As explained only the Cluster Facilitator/Mulberry Grove School Principal attended Learning@School this year. She found the conference very worthwhile for the following reasons;

- She presented one workshop around her school's Competency-focused curriculum. This was useful as a reflection tool, it was not until she presented the workshop and heard the opinions of others that she realised how much her local curriculum had developed and changed. She also realised there were some areas for future work;
- She presented one workshop around traditional and digital aesthetics and the concept of remediation. This was valuable in that it was intellectually challenging and she got to network with secondary media and design teachers, a community she has not previously been involved with;
- She was interviewed and filmed for *EdTalk* and again found it a worthwhile reflective experience to articulate and justify her own educational experiences and perspectives;
- She renewed professional acquaintances and developed new ones;
- She found the keynotes of a particularly high standard and has been inspired by Pam Hook in particular to explore further the SOLO taxonomy with a view to introducing it in her school;
- She attended an excellent workshop with Tony Ryan and was thus able to recommend him as a presenter of quality to others in her cluster.

c. Changes to contact details

1. New Principal at Kaitoke School:

Patsy Inner
office@kaitoke.school.nz

2. Change in Okiwi School Principal email address:

Colin Griffith
colin@okiwischool.co.nz

Disbursement schedule

ICT Professional Development Cluster:		Great Barrier Island ICT Cluster	
Contract No.		08-0195	
Milestone No.		3	
To: Neil Melhuish e-Learning Unit Ministry of Education PO Box 1666 WELLINGTON		From: Mulberry Grove School, R.D.1, Great Barrier Island	
For Professional and Operational Costs:			
	3yr Budget	Actual-to-date	Cumulative %
Professional Fees	\$32322.00	\$19853.96	61%
Professional Costs	\$73377.00	\$24914.66	33%
Operational Costs	\$11134.50	\$8073.34	73%
Teacher Development Costs	\$16500.00	\$13329.91	81%
plus Goods and Services tax	\$16666.65	\$3963.15	24%
Total	\$150,000.00	\$70135.02	47%

When you have had your Milestone approved by your National Facilitator then you can email a PDF copy to:

ictpd.milestone@minedu.govt.nz